

## GILBERT MIDDLE

120 Rikard Circle  
Gilbert, SC 29054

**GRADES** 6-8 Middle School

**ENROLLMENT** 660 Students

**PRINCIPAL** Alan G. Zwart 803-892-1050

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	22	16	0	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No

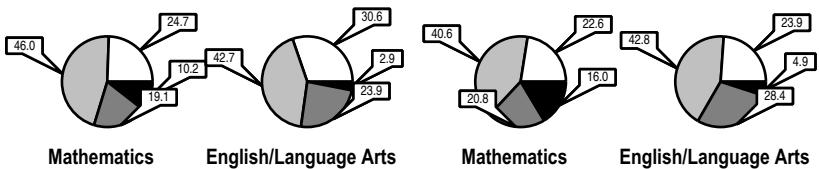
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	673	100.0	30.6	42.7	23.9	2.9	36.0	Yes	Yes
Gender									
Male	346	100.0	39.3	41.7	18.4	0.6	27.1		
Female	327	100.0	21.5	43.6	29.6	5.2	45.3		
Racial/Ethnic Group									
White	598	100.0	28.8	42.4	25.6	3.2	38.3	Yes	Yes
African-American	42	100.0	46.3	51.2	2.4	0.0	9.8	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	52.6	42.1	5.3	0.0	15.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	569	100.0	23.4	45.7	27.5	3.4	41.2		
Disabled	104	100.0	71.3	25.5	3.2	0.0	6.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	673	100.0	30.6	42.7	23.9	2.9	36.0		
English Proficiency									
Limited English Proficient	11	100.0	87.5	12.5	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	662	100.0	29.8	43.1	24.2	2.9	36.5		
Socio-Economic Status									
Subsidized meals	281	100.0	48.2	42.1	8.5	1.2	17.8	Yes	Yes
Full-pay meals	392	100.0	19.2	43.0	33.9	3.9	47.8		

Mathematics - State Performance Objective = 15.5%									
All Students	673	100.0	24.7	46.0	19.1	10.2	44.6	Yes	Yes
Gender									
Male	346	100.0	24.6	49.5	16.5	9.3	40.8		
Female	327	100.0	24.8	42.3	21.8	11.1	48.5		
Racial/Ethnic Group									
White	598	100.0	22.9	46.0	20.2	10.9	47.2	Yes	Yes
African American	42	100.0	48.8	43.9	7.3	0.0	12.2	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	31.6	47.4	10.5	10.5	36.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	569	100.0	17.8	48.7	22.1	11.4	50.4		
Disabled	104	100.0	63.8	30.9	2.1	3.2	11.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	673	100.0	24.7	46.0	19.1	10.2	44.6		
English Proficiency									
Limited English Proficient	11	100.0	75.0	25.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	662	100.0	24.0	46.3	19.4	10.3	45.0		
Socio-Economic Status									
Subsidized meals	281	100.0	39.3	43.7	13.0	4.0	26.3	Yes	Yes
Full-pay meals	392	100.0	15.2	47.5	23.1	14.2	56.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	218	100.0	31.7	38.0	28.4	1.9	30.3
	Grade 7	212	99.1	27.2	50.5	21.3	1.0	22.3
	Grade 8	236	100.0	27.6	48.2	19.7	4.4	24.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	216	100.0	29.4	33.6	32.7	4.3	37.0
	Grade 7	230	100.0	31.8	48.0	17.9	2.2	20.2
	Grade 8	228	100.0	30.7	45.1	20.9	3.3	24.2

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	218	100.0	24.5	36.1	25.0	14.4	39.4
	Grade 7	212	100.0	26.1	48.3	16.7	8.9	25.6
	Grade 8	236	100.0	27.9	47.2	14.0	10.9	24.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	216	100.0	22.7	43.6	19.9	13.7	33.6
	Grade 7	230	100.0	22.4	43.5	21.5	12.6	34.1
	Grade 8	228	100.0	29.3	51.2	14.9	4.7	19.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 660)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.5%	Down from 17.6%	24.2%	14.6%
Retention rate	0.9%	Up from 0.7%	2.0%	3.0%
Attendance rate	96.5%	Up from 95.6%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%		4.4%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		3.8%	5.3%
Eligible for gifted and talented	20.1%	Up from 16.3%	23.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	No change	12.0%	13.9%
Older than usual for grade	1.1%	Down from 2.2%	2.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.8%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	59.3%	Up from 54.9%	53.2%	48.7%
Continuing contract teachers	90.7%	Up from 88.2%	87.5%	81.7%
Highly qualified teachers**	89.1%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	2.0%		3.7%	5.3%
Teachers returning from previous year	84.7%	Down from 85.9%	87.3%	85.1%
Teacher attendance rate	93.3%	Down from 95.6%	94.8%	94.8%
Average teacher salary	\$42,191	Up 3.3%	\$41,536	\$40,566
Prof. development days/teacher	12.6 days	Up from 10.3 days	10.3 days	11.0 days

<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	3.3
Student-teacher ratio in core subjects	23.7 to 1	Down from 25.0 to 1	22.5 to 1	21.3 to 1
Prime instructional time	88.2%	Down from 90.4%	89.5%	89.3%
Dollars spent per pupil*	\$6,899	Up 13.3%	\$5,648	\$5,821
Percent of expenditures for teacher salaries*	60.3%	Down from 63.9%	62.9%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.9%	Down from 97.0%	94.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parent/Guardian:

We are proud to report that during the 2003-2004 school year, the SC Department of Education recognized Gilbert Middle as a Red Carpet School for being family and community-friendly. The National Consortium for State Guidance Leadership also recognized Gilbert Middle for having the most outstanding career guidance program among middle/elementary schools in the nation. We are proud of these achievements.

Preparing students to be independent, respectful, and contributing citizens continues to be our top priority. Our challenges include: sustained, continuous improvement of student mastery of state curriculum standards; development of students as self-motivated, responsible learners and citizens; and integration of technology in the curriculum. A comprehensive core-curriculum and a complementary exploratory program of study provide opportunities for students to excel in the arts and technology. We administered Measures of Academic Progress or MAP tests in the areas of mathematics and language arts in the fall and spring of this school year. These assessments provided us with information about our students' strengths and weaknesses and allowed students to set personal achievement goals.

Through the State Education Environment Roundtable Grant, a team of eighth grade students and teachers learned about the importance and health of a local wetland. Students gained an appreciation of the environment as teachers planned and taught content area standards through an integrated approach to learning. The Middle Level Reading Initiative provided funding which allowed us to train a literacy coach. This will help us improve student reading comprehension skills as the coach trains and assists teachers in all content areas. A team of teachers, counselors, and administrators will attend training in the Making Middle Grades Work model, a research-based framework that prepares students for success in college preparatory high school courses.

A positive and safe school climate continues to be a school-wide priority. We reward students for achievement and citizenship with incentives. All students learn cooperation and respect for themselves and others as they contribute to the welfare of our school and community. In our interdisciplinary unit "Seedfolks," student-led literature circles enable students to better understand one another and to develop a sense of community. Students, staff, family and community celebrated our second annual "Celebrate Community, Honor Diversity" day. Our alliance with the Department of Mental Health provides school-based counseling services for students and families while our partnership with Community in Schools allows us to build stronger relationships between home and school.

District upgrades in technology included the addition of presentation stations where teachers use computers and other technologies for whole class instruction. Our technology integration specialist also continues to provide staff and student training in the appropriate use of classroom technology.

Alan G. Zwart, Principal

Allen Hardin, Chair, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	46	210	99
<b>Percent satisfied with learning environment</b>	95.5%	88.8%	91.8%
<b>Percent satisfied with social and physical environment</b>	97.7%	87.4%	89.8%
<b>Percent satisfied with home-school relations</b>	90.9%	90.7%	81.8%

\*Only students at the highest middle school grade level at this school and their parents were included.